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REVIEWS AND CRITICISMS

THE THIRTEENTH BIENNIAL REPORT OF WHITTIER STATE SCHOOL, WHITTIER, CALIFORNIA. Department of Printing Instruction, Whittier State School, 1917. Pp. 245.

The Biennial Report of the State School at Whittier may, for the purposes of review, be divided into four parts: the general statements of the trustees and superintendent; the diagnostic work of the department of research; the corrective work of the educational department; and the follow-up work of the field-worker and parole officer.

I. General Statements. This institution receives boys who have been convicted of various forms of delinquency, ranging from mere dependency and truancy to serious offenses against property. With the new policy of the administrative officers, there is emphasis upon the careful study of each boy committed to the institution. Each boy thus becomes at once a group of problems. It is important to note that the administration holds neither society nor the boys guiltless in the matter of misdemeanors. In this connection, the superintendent calls attention to general social conditions which tend toward the production of such boys: homes broken up by divorces, separations, and desertions; schools which are often unable to discover or remedy unfortunate conditions; and a career in the streets with practically no restraint or guidance.

In order to meet the individual needs of these boys, the superintendent outlines different types of segregation which need to be made. (1) As to general attitude, there are those who have lacked a fair opportunity, and who are willing to respond when one is afforded; those who by reason of mental inferiority are unable to make a satisfactory response to ordinary opportunities; and those who do not care to respond. (2) As to intelligence, there are the inferior, the average, and the superior. With regard to these types of segregation, it may be said that even the public schools are forced to make some divisions of their pupils of the elementary grades. In the public schools, however the number of "normal" children greatly exceeds the number of either the superior or the inferior; this fact makes segregation far less imperative than in the case of schools dealing with pupils predominantly of either extreme. For the worst cases of both types of segregation, the superintendent recommends treatment in other institutions.

Within the school there are now several divisions of the boys. First, there is the receiving company. When the boys arrive at the school, they enter this company, where they are examined by the officers of the medical, research, and educational departments. While in this company, the boys learn the order of life followed within the school and live under considerably stricter discipline than later—a procedure which accords with the recommendations of leading educators who insist upon "starting right the first day." After this period of detention the boys enter the regular company, unless they are under

fourteen years of age in which case they enter the company of small boys. They remain in this company, unless they become remiss: the lost-privilege company is the real penal farm at Whittier to which such intra-school offenders are committed.

The treatment of disciplinary problems offers suggestions to workers outside the confines of an institution for delinquents. If, for example, corporal punishment can be abolished or avoided for four years in such an institution, what comment must be made regarding the public school which is so organized that such punishment has to be resorted to in case of some of its boys? The superintendent might have much cause for complacency in the adoption of a policy of developing *self-control* instead of *officer-control*: he could hardly achieve more disastrous results than autocratic supervisors have achieved! In carrying out this policy, the superintendent indicates that he is not shifting the responsibility to those who are unable to assume it; instead, there is an attempt to treat each individual case in such a way that the boys may learn that certain acts are wrong not merely because the officers say so, but because society says so. One way in which the results of this policy are shown is in the decreasing number of absences without leave in spite of an increasing number of inmates: more of the boys "will not" rather than "can not."

Another matter may be mentioned before leaving the statement of the superintendent. He has noticed, as others have also, that many of the boys who are returned to institutions have fallen the second time because of inability to secure work or even the necessities of life. In order to provide the boys against such a disaster, many are enabled to stay at Whittier for some time after the end of their terms. During this time they receive wages for their work. Many go back into the world with sufficient means to enable them to withstand a period of enforced idleness and thus more easily make good.

II. The Work of the Department of Research. In the diagnostic work of the school, a clear separation is made of the functions of intelligence and educational tests. The classifications made by both forms of tests are used in determining the trade which the boys shall try to learn while in school. Much attention is given to this classification, because it is believed that the mental level indicates the level of work which may profitably be undertaken. For example, it was determined by investigation that four levels of difficulty can be distinguished in the printing work; mental tests are used as aids in selecting branches of this work for individual boys.

Much of the time of this department must have been devoted to the giving of the Stanford revision of the Binet tests. The results of these tests are shown in the report by the use of very effective forms of graphical presentation. The percentage of cases of each of the five intelligence groups was found to be as follows: feeble-minded, 30; borderline, 27; dull normal, 22; average normal, 18; superior, 3. This kind of study and effective presentation of results should impress upon legislators the necessity of protecting many of these persons from society, and *vice versa*.

The activities of the field-worker, who is a trained sociologist, are

suggestive. Among other forms of data are presented the following: personal history of each delinquent, shown graphically; his "family chart"; and reports upon both his home and neighborhood as measured by score cards. With all these forms of data at hand, the superintendent and teachers might feel rather confident of their ability to plan corrective work, but still other tests are applied to the boys before the class lessons begin.

III. The Corrective Work. The close co-ordination between the educational department and the department of research is shown by the statement that "the school work has been organized and conducted in accordance with intellectual levels of pupils as determined by the application of scientific psychological tests." A later statement indicates that the tests enable the teachers to avoid the futile attempt to have all boys pursue the same kind of work: "As a result of the set tests, it has become evident that fully twenty-five per cent. of the boys in the State School cannot pursue ordinary school work profitably to themselves." In planning the vocational work which is given instead of the regular school work, attention is paid to the relation between intellectual levels and trade aptitudes as mentioned above.

The standard educational tests which have been applied to the boys gave such results as one might have expected. The boys "are far below the average given for the schools" elsewhere, in which the tests have been given. These tests are especially valuable in classifying the boys promptly as to the grades to which they belong.

The occupational training is carried on by thirty instructors, who may be classified as employes for duties other than teaching, in which case the boys may be called student-helpers. The frank statements of these instructors indicate that they have at least one essential qualification for their duties as teachers, that is, practical knowledge. The Federal Board for Vocational Education recommends in its first official bulletin that "evidence of successful experience in a vocation as well as in teaching, should have large weight" in the selections of vocational teachers. If the teachers at Whittier lack in theoretical knowledge, they probably measure up to the requirements of the Federal Board quite as well as many teachers who have merely theoretical knowledge of the practical arts. Excellent illustrations add greatly to the effectiveness of this section of the report.

IV. The Follow-up Work. The fourth section of this review deals with the follow-up work of the field-worker and the parole officer. Owing to the fact that the field-worker had been employed only one year at the time the report was made, little can be said of the results of his work, although much might be said of its possibilities. With his knowledge about the boys' homes and neighborhoods, he can do much in the guidance of boys who are being discharged. As the parole officer points out, a more careful study of boys conditionally discharged can now be undertaken. The superintendent indicates that the school is looking for results in the lives of boys who have left the school when he says, "in very many instances an apology and expression of regret have replaced an effort to justify the wrong," which, as he adds, "is surely a wholesome and encouraging change."

At present, the number of feeble-minded boys and men who are automatically discharged, but who cannot be expected to assume the responsibilities forced upon them by society, increases the percentages to make good.

The report contains much that will interest both specialists and general readers.

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W. L. UHL.

SCRITTI GIURIDICI VARI (VARIOUS JURIDICAL ESSAYS) by *Dr. Jur. Giovanni Brunetti*, Professor of Law at the Royal Institute of Social Sciences of Florence. Unione Tipografico-Editrice Torinese, 1915. Two volumes, pp. VIII-241 and IX-315.

We regret deeply to be unable to say more about this most interesting collection of various essays, because, important though they are, they are without the province of this Review, since they deal with private and public civil law, international law, history and philosophy of law.

Suffice it to mention the high importance that even from the point of view of criminal law have the essay concerning the self limitation of rights that the state imposes upon itself, the essay upon the interpretation of the law as it is made by the judge, and the study of the Italian law on that vexed European question of the natural child that the father or the mother wants to legitimate.

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VITTORIO RACCA.

PHILADELPHIA MUNICIPAL COURT, REPORT FOR NINETEEN SIXTEEN. Pp. 320.

"To dig deep for underlying causes and to treat those who have met with misfortune in a humane and understanding spirit is the task with which we are concerned." This sentence from Judge Brown's introductory statement of the year's work is typical of the spirit of the entire report, and, one is led to believe, of the court itself. This report, unusual in many particulars, is well worth the attention of social service workers connected with courts, as well as of all other students of the social and economic problems of a large city.

This is the first, and indeed the only, instance of the several branches of the various courts of a great city being united under one organization, and working together toward a common purpose. For this reason alone the report is of value, for after three years' experience one is able to arrive at a fairly safe conclusion as to the success of such a plan. This report is an indication that a combination of courts will work successfully, and to the saving of time, money, and efficiency.

Again, in this report is presented the unusual spectacle of a court studying and testing out itself, in an intelligent effort to improve its work. The statistics, differing radically from those collected by most courts, are a valuable contribution to the study of underlying causes of dependency and delinquency, both adult and juvenile. And when these statistics are used by the court itself to